

**Teachers of ESL New Arrivals**

# **Survival Kit**



**JANET FREEMAN ESL MULTICULTURAL CONSULTANT  
SYDNEY REGION**





Information for teachers of new students with little or no English starting school

# What to do in the first few days.

## Student Information

Gather as much information as possible about the new student.

Try to develop a relationship with the parent/s. Learn the student's name (how to write and say it), find: country of origin, language spoken at home, languages spoken by parents and other family members, visa status; permanent or temporary, their reason for coming to Australia. This information will help you form a relationship the student, discover how much English they know, understand them better and assist them in the class program. This information is also useful for completing New Arrival and Annual LBOTE Surveys.



## Introduction to school

Talk to the child about coming to school. This is a new experience for them. Assign a child who can speak the child's language to sit with them in class. If this is not possible, a child who will be a good model of English for them will be asked to sit with them. Introduce them to the class using their name with the correct pronunciation. Go on a tour of the school inside and outside. Make sure you show them the toilets they can use. Give them a map clearly labelled that they can write on. A copy of the school rules, timetable and calendar (in their language if possible or in English) should also be provided and an explanation of the school bells. Try to make the student and their family feel welcome in their new school by having signs of welcome and offering information in their language about the school. If possible, send notes to go home in the student's language too.



## The "Buddy System"

Establish a buddy system in your class for the new student and the class to get to know each other. The "buddy" can participate in specific activities designed to help the student learn English. In each session provide opportunities for the buddy and student to work together. Change the "Buddy" daily. Try to establish a buddy system with an older student who speaks the same language.



## Remember

A newly arrived student from a language background other than English speaking may not speak for several weeks or even longer. **DON'T PANIC!** The student is listening. You can tell if the student is listening by the way they respond to instructions and follow class routines.

See ESL Scales oral interaction levels 1-4 for indicators or signals of achievement. When the student is ready to interact with others continue to use the ESL Scales to assist in assessing, planning and reporting student achievement. The ESL Scales is a useful document when assessing students in oral interaction, reading and responding and writing when English outcomes don't apply. All schools should have a copy. Please call your regional office for more information.

## Available Services

Telephone interpreter services are available free to all school staff or parents with both parties at one site or at different sites. Call **131 450** explain the purpose of your call, quote client code **C 018294** to gain access to the interpreter in the language you require. **On site interpreting** can be arranged free if available.

Information and the Interpreter Request form can be downloaded from the internet at <http://www.schools.nsw.edu.au/adminsupport/interpret.php>

**and follow the instructions at the top of the request form.**

**Translations of documents** may be arranged by schools for urgent matters relating to student welfare. Ph: 92445306 at Multicultural Programs Unit.

Translated documents can be printed from the internet on a range of subjects and in over 40 languages at [www.det.nsw.edu.au/languagesupport/index.htm](http://www.det.nsw.edu.au/languagesupport/index.htm)



## State Equity Centre Library

11-13 Mimika Ave. Whalan 2770

Ph: 88081170 fax: 8808 1171

Library phone: 02 8808 1177

Email: [equity.sydney@det.nsw.edu.au](mailto:equity.sydney@det.nsw.edu.au)



The equity resource library has new arrival kits, ESL closed reserve items, ESL theory for K-12, listening kits, CD-Roms, ESL teacher resource books and workbooks, bilingual books in popular fiction, bilingual dictionaries in a range of languages. All DET teachers can join the library and borrow items free.

Library hours are 9 to 4:30pm weekdays except public holidays.

The librarians are happy to talk to you and offer advice on the resources you may need in person or over the phone and will send the resources to your school free. Resources are usually on loan for a month but extensions can be made over the phone if the resource is not in demand.





# Information for parents of new students with little or no English starting school

## Helping your child when they start school.

### Student Information

Please give the school as much information about you and your child as you can.



Tell the school:

- how to write and say your child's name.
- your country of origin,
- the languages spoken at home spoken by you and family members,
- your visa status - permanent /temporary
- your reasons for coming to Australia,
- your home address and contact details,
- your child's level of education in their country of origin,
- your child's religion / scripture choice
- your work in Australia

This information will help teachers to develop a relationship your child, help them understand your child and assist them in developing a class program. The information is also important because it provides accurate data for the school records.

### Introduction to school

Talk to your child about going to school. This is a new experience for them.

Walk around the school with your child. Look all over inside and outside.




Go with your child and find: -

- their classroom,
- the toilets,
- the library,
- the canteen,
- the office and other important places around the school.

If there is a map of the school take one and label it at home with your child.

Ask for a copy of the school rules, a class timetable and a school calendar.

Explain the school bells  and make sure your child knows where and when you will pick them up after school.

### The "Buddy System"

Many schools have a "buddy system" for new students and to help them settle in. In some cases the "buddy" may speak your child's language. The "buddy" may participate in specific activities designed to help your child learn English. The buddy and your child may work together. Ask your child if they have been working with someone in class who is helping them in class and looking after them in the playground.



### EDUCATIONAL EXPERIENCE

If your child has been to school in their country of birth and achieved a high standard they may feel they are failing.



**DON'T WORRY!**



It is very normal for older students

learning a new language to feel this way.

It takes 1-2 years to develop basic skills in English language communication.

It takes up to 7 years to be able to use

English for academic writing. Your child

will receive support from an English

teacher (ESL Teacher) who will support

your child during this period. If your child

is more than 11yrs old they may be able to

attend an Intensive English Centre where

they will receive support in a setting

similar to high school. This is a good

learning environment for an older student

### Some helpful advice to keep your child happy at school

- Be sure your child is at school before the morning bell rings
- Give your child some food before school for breakfast.
- Give your child food for lunch at school that is easy to eat such as a sandwich; but **NOT TOO MUCH FOOD**. They will not have time to eat it!
- Label your child's lunch box and clothing with the name they will use at school and be sure they can recognise the name and their own things.
- Allow your child to wear the school uniform because this will help them to feel more comfortable.
- Your child will also need a sport uniform. All schools have a sport program
- You may want to give your child some money for the canteen. This is a good way for them to learn about Australian money
- Be sure you pick your child up after school at the correct time.



### COMMUNICATION WITH THE SCHOOL



Ask for an interpreter to help you speak with the class teacher if you need one. The school can get an interpreter to speak to you by phone at home or at school. They can also request an interpreter to come to the school usually within 2-3 days of the request.

You can ask the school to provide you with translated information available from the Department of Education website.

If your child is sick or unable to attend school you must tell the school. Telephone the school and tell the office staff or write a letter to send with your child when they return to school.



# What do I do for the first few weeks?



New students from Language Backgrounds other than English should be expected to conform to class rules and take part in general class activities, even when they have no English.

Give them the books required in class and include them in the same activities.



## LABEL OBJECTS

To help a new arrival find commonly used items around the room. Label with a sentence. e.g. This is the desk. This is 4L's classroom. This is the class library. This is XXXX's desk

## Joining In

Use a range of activities that encourage newly arrived ESL students to join in.

**Outdoor games** that can be played in the playground - skipping, handball, elastics, basketball, soccer.

**Indoor games** that can be played in class or taken home - chess, cards, bingo, dominoes, board games.

## Television

Tape videos of shows like Play School, Behind the News, Words and Pictures, and other literacy & schools programs. Allow the students to view during the day.

Especially good when they are tired.

Tape recorders and language masters are other useful hardware when teaching newly arrived students with little or no English



Model language: Hello,  
Good Morning, Please,  
Thank you, recess, lunch,  
Can I play, Can I go...  
stand up, sit down, stop,  
go, line up, Goodbye.

## Let the students play!

Puppets, sand play, water play, home corner, dolls, dressing up, Lego, blocks, Mobilo, cars, picture dictionaries, cards, dominoes and magazines.



**SCRAP BOOKS** – start a scrap book. This can be divided into categories :- animals, foods, transport, clothes, nature. Once the pictures have been pasted into the appropriate categories they can be labelled with the help of a classmate. This can be an excellent literacy reference for the student when writing.



**CREATE A BOX** of materials for use in the mainstream classroom for when tasks are too difficult. Include picture & bilingual dictionaries, story tapes & books, computer programs & games.



## Literacy

**Oral** - involve the children in Picture talks in small groups related to current unit/work  
**News** - have a limited version of news for new arrivals.

**Reading** - have bilingual books if possible, a reading buddy in English. Let the child listen to illustrated books with tapes.

Translations are available for smile books.  
**Writing** - allow student to write in own language. Parent/relative can conference/translate.



## Mathematics

**Numeracy** - oral counting and operations activities. The language of functions. Space and Measurement – describing attributes size, shape, colour; comparative language – big, bigger, biggest – relate to real life experiences.

Allow students to use concrete and discuss what they made.



## Creative and Practical Arts

**Music**-singing can be a good way to help the students learn English. Action songs with movement and involvement e.g. Farmer in the dell, Old MacDonald, This Old Man.

**Art & Craft**-label objects and discuss terminology and tool names.  
**Drama** - sharing mime and drama games can bring class groups together in understanding issues and emotions

**Dance** - teach dances that are not language intensive but use the vocabulary of dance. e.g. kick, step, shuffle, side to side etc.



## PE & SPORT

Involve older students in the school sports program. Encourage the new student to learn to swim if such a program exists within the school.

**\*\*Remember to explain costs.\*\***

In PE give simple instructions e.g. catch, roll, throw, kick, strike, run, hop etc. Ask questions e.g. What am I doing? What are you doing?



## Computer Studies

Allow the students access to computer Programs such as - Teacher's Pet, Phonics Alive, Where's English, Kid Pix, Computer Links, Computer Classroom. Include word processing programs too.



## Thinking Time

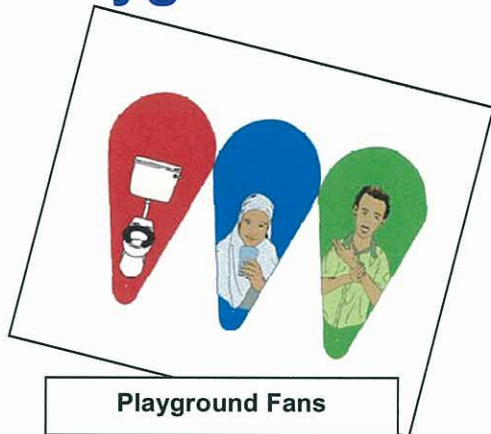
New ESL students need time to become confident speakers of English language in an academic setting. When asking questions: try to give the ESL students time to answer. Say, "I want you to think. I will not ask the first person with their hand up." Wait about 5-7 seconds. This gives the ESL students time to formulate an answer in English.



**Still unsure?** Call the ESL Consultant for your region for some helpful advice and talk to the ESL Teacher or ESL mentor if you have one.



# Playground Fans: Instructions



These fans are for pupils who are new to English to support them during playtimes. They are designed to help pupils communicate basic needs and problems that may arise during playtime and lunchtime. The fans may also be used in the classroom.

## Items to be printed

1. 1 sheet of A4 fans.
2. 1 sheet of A4 teaching notes.

## How to make it up

1. Laminate the fan sheet.
2. Cut around each fan leaf.
3. Use a hole punch to make a hole in the narrow end of each fan, where the hole guide is.
4. Use a split pin to attach the fan leaves together.

## How to use

- These fans can be given to pupils as part of an induction pack on their arrival at school.
- Match the new pupil to a buddy that speaks the same language for the first 2 weeks. Ensure that the buddy or LSA/parent can help to explain the use of the fan.

- Encourage the pupil to practice the sentences in English.
- Give the fan to the pupil to use at playtime and lunchtime. Make sure that other pupils can support the new pupil using the fan.
- Ensure that playground staff and lunchtime supervisors are aware that pupils will be using the fans.

## Funded by



Playground Fans: Lisa Karalius (Sefton Park Junior School)  
Editors: Harvinder Bilkhu, Deborah Barkham  
Bristol EMAS: July 2005  
Designed by Bristol City Council, Corporate Design

**Can I go  
to the toilet,  
please?**



**Can I have  
a drink  
please?**



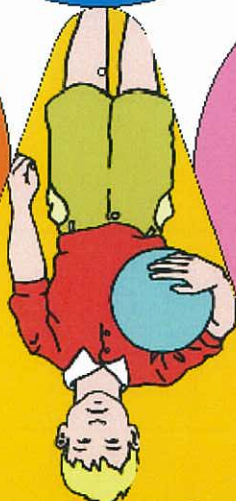
**I am hurt.**



**He/she is  
hurting me.**



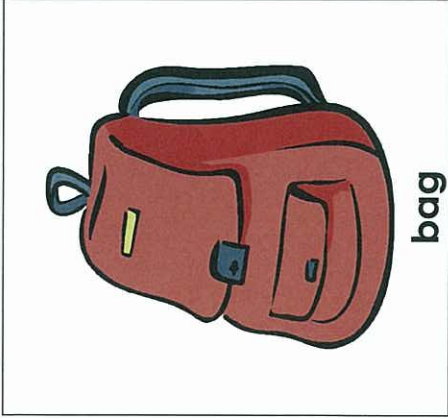
**I need  
somebody  
to play with.**



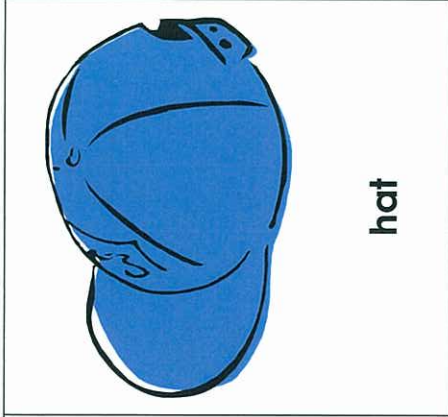
**I feel ill.**



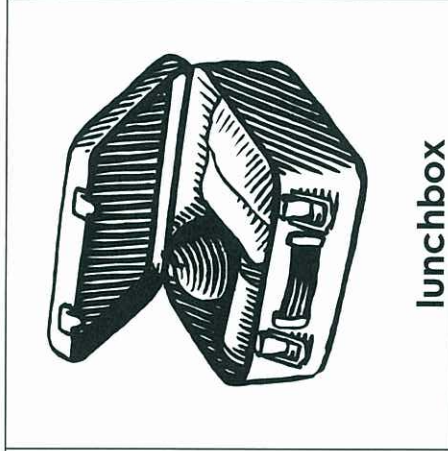




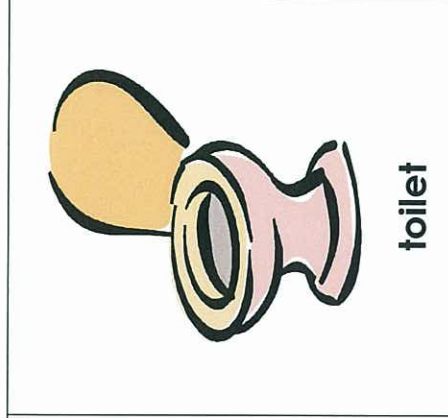
bag



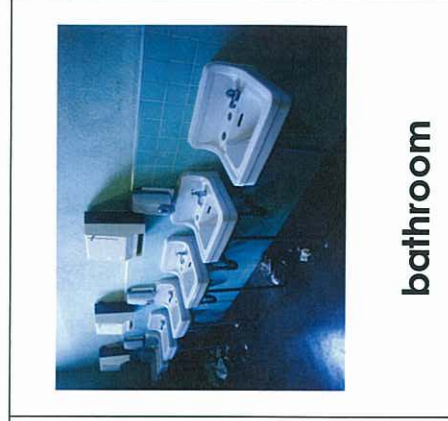
hat



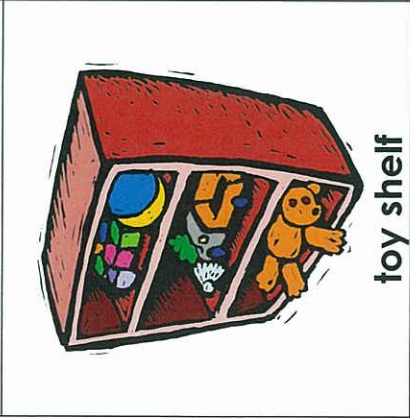
lunchbox



toilet



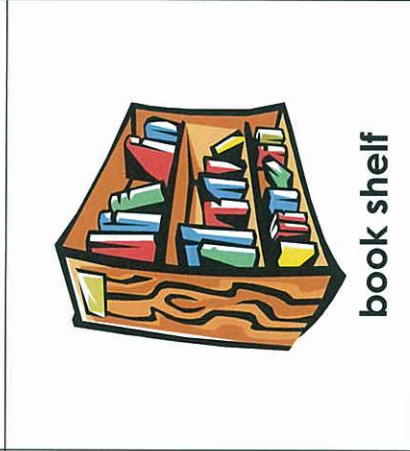
bathroom



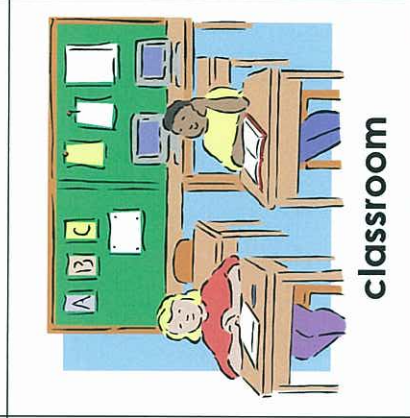
toy shelf



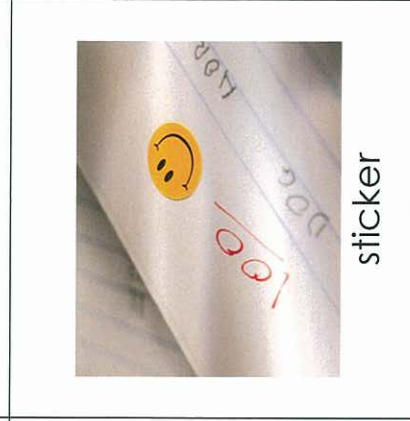
cupboard



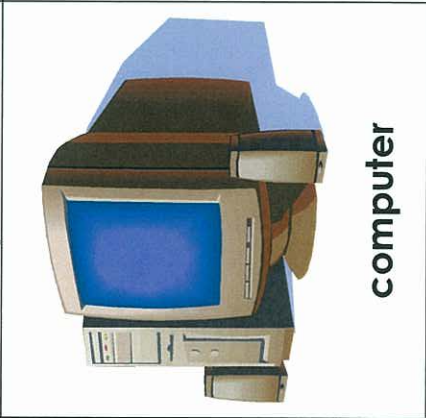
book shelf



classroom



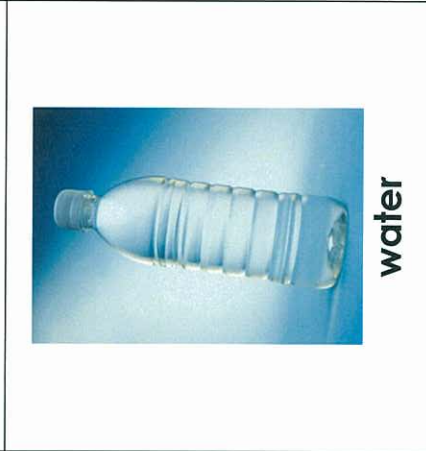
sticker



computer



coloured pencils



water



toys



crayons





line up



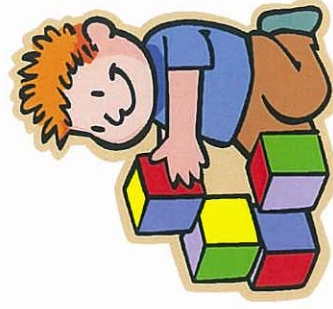
Wash your hands



group work



drawing



building



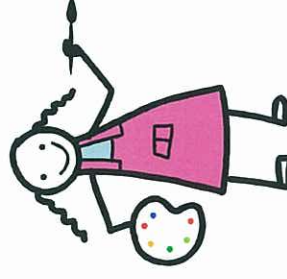
sit (on the floor)



listen to a story



cutting



painting



read a book



sit (at the desk)



write



puppet play

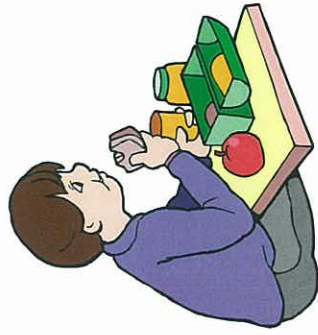


dressing up



play corner





eat lunch



library  
Shhhhhhhhhhhhh



Go to the office



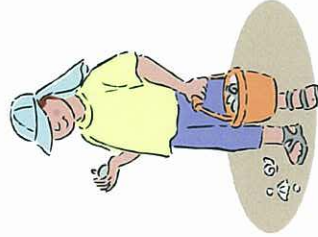
drink at bubbler



play on the  
equipment



play with friends



Dig in the sand pit



throw a ball



skip



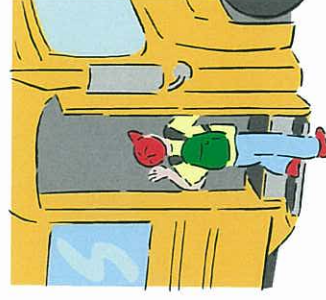
sing



dance



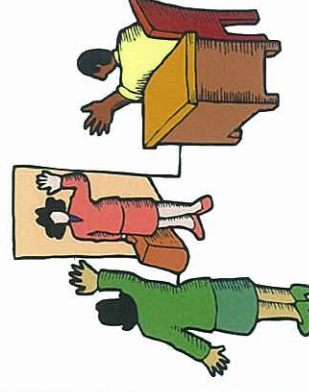
assembly



get on the bus



canteen



Say good bye! 😊



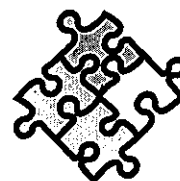
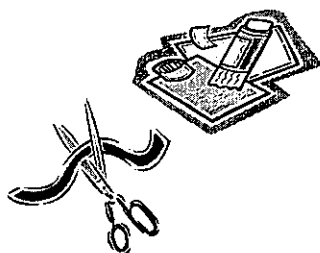
## TEACHING ACTIVITIES FOR THE FIRST FEW DAYS

During the first few days the ESL student will probably feel as uncomfortable and uncertain as the teacher. The student will need a variety of tasks that are challenging and interesting. Try to find out the student's interests and use these as a starting point. Sport or hobbies are often good beginnings.

Remember, language learning includes receptive as well as productive language. Some of the initial tasks the student will be involved with may develop language through listening and thinking skills. Some suggestions are listed below. Of course the activities selected will depend on the age and ability of the learner.

Some initial class teaching/learning activities may include:

|   |   |
|---|---|
| ▪ listening to text on a cassette tape  | ▪ interactive computer texts              |
| ▪ computer language games   | ▪ language master activities              |
| ▪ educational videos  | ▪ communicative pair and group activities |
| ▪ maths activities  | ▪ drawing                                 |
| ▪ games that require thinking without the use of English language such as: matching, sorting, puzzles, construction toys, picture books, sequencing activities, cutting and pasting |   |





## ESL CLASSROOM SURVIVAL KIT

During the first few days a classroom survival teaching kit may need to be developed for when the student cannot participate in the class activities. The following items are suggestions only and will again depend on the student's age and level of English.

|  |
|--|
| • a set of picture cards, preferably photographs   |
| • a picture dictionary   |
| • a set of visual materials including game boards, clocks, calendars, charts, diagrams   |
| • computer and interactive books or games  |
| • games, e.g. puzzles, memory, bingo, sequencing activities  |
| • magazines for collages and scrap books   |
| • blackline masters of simple language activities  |
| • audio visual materials including video and cassette tapes, cassette player, a listening post, language master                |
| • reading material including fiction and factual texts, real life reading materials in books, magazines and computer software. |

Remember, all students require a level of satisfaction in completing learning tasks. The tasks selected need to be meaningful and explained to the student in simple language.



## UNDERSTANDING CULTURAL PERSPECTIVES

|  |  |
|--|--|
| <i>Avoiding eye contact.</i>   | <ul style="list-style-type: none"> <li>• Respect may be shown by downcast eyes</li> </ul>  |
| <i>Tending to smile when in disagreement with whatever is being communicated to or when being reprimanded.</i> | <ul style="list-style-type: none"> <li>• A smile may be a gesture of respect that children are obliged to show their superiors or it may be a sign of anxiety.</li> </ul>  |
| <i>Gender differentiation in roles and achievement.</i>  | <ul style="list-style-type: none"> <li>• Only males may be expected to do well; schooling may be a formality for girls.</li> </ul>   |
| <i>Taboos toward physical contact and differences in personal space.</i>                                       | <ul style="list-style-type: none"> <li>• It may be an affront to pat students on the head or shoulders. Standing too close or too far away may be intimidating or unfriendly.</li> </ul>   |
| <i>Refusing to eat with peers.</i>   | <ul style="list-style-type: none"> <li>• Some students may only be accustomed to eating with members of their own family or with students of the same cultures. Students may be self-conscious about eating different food from others.</li> </ul> |
| <i>Different attitudes about cooperation.</i>  | <ul style="list-style-type: none"> <li>• Some students may be unaware that to give help may be considered cheating.</li> </ul>   |
| <i>Fear of making mistakes.</i>  | <ul style="list-style-type: none"> <li>• This fear may be greater than that of asking for help or omitting the task.</li> </ul>  |
| <i>Uneasiness with informal classroom discussion.</i>  | <ul style="list-style-type: none"> <li>• Some students may view teachers as impolite if teachers are informal.</li> </ul>  |
| <i>Perceiving the meaning of reading differently from others.</i>  | <ul style="list-style-type: none"> <li>• Some students may believe that reading is essentially an oral activity and will therefore read aloud automatically.</li> </ul>  |
| <i>Uneasiness with the Australian school system.</i>   | <ul style="list-style-type: none"> <li>• There may be discomfort with a process-oriented approach; students may want results.</li> <li>• Some students may prefer individuality rather than a collective emphasis and this may confuse.</li> </ul> |
| <i>Refusing to participate in extra-curricular activities or in sport classes (swimming, camps, etc.)</i>      | <ul style="list-style-type: none"> <li>• These activities may not be considered part of learning.</li> <li>• Changing clothes may be a problem as students may have a sense of modesty.</li> </ul>   |
| <i>Behaving differently, appearing uninterested or tired when they first enter the school system.</i>          | <ul style="list-style-type: none"> <li>• This may be due to trauma, environmental adjustment, time or system change, or because they lack the skill of communication in English.</li> </ul>  |
| <i>Different sense of personal property.</i>   | <ul style="list-style-type: none"> <li>• Emphasis on sharing. Students may not understand ownership of personal property.</li> </ul>   |

*Adapted from Language, Culture and School (Ed) D Swanson,  
Ministry of Education, Victoria, British Columbia, Canada, 1993.*

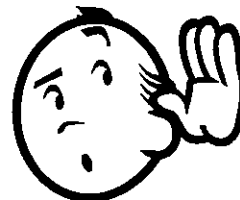
## DEVELOPING TALKING AND LISTENING SKILLS (ORAL INTERACTION)

- The teaching of listening and speaking skills needs to be developed in the context of reading and writing.
- The skills of talking and listening are best taught in the context of real life learning from real experiences.
- In organising to teach talking and listening, teachers will need to consider the variety of audiences and purpose for which language is used, the provision of good language models and how to allow thinking time for students to translate from L1 to L2 when preparing answers if necessary.

### SPEAKING ACTIVITIES

Some activities may include:

|  |   |
|--|---|
| ▪ picture talks                              | ▪ repeat reading  |
| ▪ sequencing pictures and telling the story  | ▪ oral cloze. Once I had a dog called ----- and ----- . |
| ▪ oral story starters                        | ▪ songs, poems, jazz chants                             |
| ▪ enquiry and elimination games (guess who?) | ▪ retelling or recounting an event, story, etc.         |
| ▪ dialogues – sequencing, role playing       | ▪ rank ordering activities                              |
| ▪ card games                                 | ▪ barrier games   |
| ▪ communicative activities                   | ▪ reporting, e.g. news                                  |
| ▪ giving instructions to another student     | ▪ explaining why  |





## LISTENING

The following activities can be used for both teaching and assessing listening skills:

|  |  |
|--|--|
| ▪ Following directions.  | ▪ Listening to a spoken text and completing a matrix with the information.   |
| ▪ Student is told a story and must draw four pictures to represent the story.  | ▪ Recording information from the telephone, i.e. weather, timetables, etc.   |
| ▪ Spot the difference. Two spoken texts are recounted slightly differently and the student must identify the differences.                                | ▪ Predicting the context. Student listens to extracts from conversations, news reports, etc. and must predict the context.           |
| ▪ Completion activity. Student must complete stories, sentences, oral/aural cloze, song cloze.   | ▪ Jigsaw listening. Students listen to four pieces of information about a topic and share the information to construct a whole text. |
| ▪ Prediction listening. Student predicts the outcome sentence by sentence.   | ▪ Dictogloss.  |
| ▪ Communicative note taking. Students watch a video and in pairs the students share information from the different sets of questions they have answered. |  |

## SMALL GROUP WORK

Many ESL students may not have the skills of working in small groups due to previous educational experiences and will need to be taught these skills.

Small group and pair work in the classroom provides students with an opportunity to:

|   |   |
|---|---|
| ▪ Hear English language models in context.    | ▪ Develop social skills.                    |
| ▪ Develop cooperative problem solving skills. | Feel secure in a non-threatening situation. |

## STRATEGIES FOR DEVELOPING SPEECH

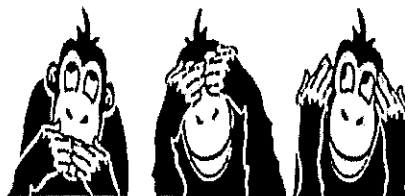
The following strategies can be used to assist speech development:

|  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Provide opportunities for natural talk, such as pair and group work.</li></ul> | <ul style="list-style-type: none"><li>▪ Listen to the student's speech and identify the sounds needing attention. Demonstrate how the sounds can be formed, i.e. tongue position, mouth shape, etc.</li></ul> |
| <ul style="list-style-type: none"><li>▪ Provide opportunities for practice, e.g. jazz chants, songs, rhymes.</li></ul> | <ul style="list-style-type: none"><li>▪ Use communicative games and role play which enhance modelling and repetition of language.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ Use tasks which develop listening skills.</li></ul>                            | <ul style="list-style-type: none"><li>▪ When teaching sounds, concentrate on only a few sounds at a time.</li></ul>   |

## PRONUNCIATION

The newly arrived ESL student will probably experience some difficulty in hearing and producing some English sounds because certain sounds in English do not occur in the student's first language. Students may transfer some of the sounds from the first language and use them to replace similar sounds in English.

Phrasing, pausing, stress, pace, emphasis, rhythm, tone and volume are best taught in the context rather than in isolation. At times however, students will need explicit instruction about how certain sounds are produced.





## SURVIVAL LANGUAGE

Language is best taught in context and in meaningful ways. In the initial stages of language development, the student may need some survival language. Some suggested themes or topics are presented below and remember, the alphabet – order, names, sounds, etc. should be taught within all contexts.

When teaching the language of a topic area, the language learnt will result from the need to use the language to complete tasks. Language taught for the sake of teaching language will not be acquired. Tasks need to be motivating, challenging and interesting to the student. The grammatical patterns of English need to be taught in context and not as an isolated entity.

| Personal Information   | Family  | Socialising   | Days of the Week   | Months of the Year     | Time   | School  |
|--|---|---|--|------------------------|--|---|
| Names, address, age, language, country of origin, nationality, date of birth, home address, etc. | Basic relationships – mother, father, sister, brother, cousin, etc. | Greetings, farewells, requesting, excusing, thanking, apologising, etc. | Names, order, weekend, morning, afternoon, night, yesterday, today, tomorrow, next week, last week, etc. | Seasons, names, order. | Telling the time - half past six, six thirty, school times, etc. | Identifying areas, classroom items, names of staff, school rules, canteen – ordering and buying food, games, classroom commands, etc. |

| Parts of the Body                 | Simple Ailments   | Hygiene  | Colours                            | Clothing                 | People  | Mathematical Language                             |
|-----------------------------------|---|--|------------------------------------|--------------------------|---|---|
| Only teach a few parts at a time. | I feel sick, headache, a cold, stomach ache, cut finger, etc. | Wash your hands, clean your teeth, etc. When teaching concepts take care about crossing cultural boundaries, i.e. in different cultural groups, hygiene may be approached differently. | Names, associated vocabulary, etc. | Names, action verbs, etc | Names – man, woman, girl, boy, action verbs, adjectives, pronouns, possessives, describing feelings, describing likes and dislikes, describing daily routines, etc. | Numbers, geometry, operations, instructions, etc. |

## ADAPTING LESSONS FOR NEWLY ARRIVED ESL STUDENTS

Try to maintain the same content and adapt the task.

[illegible]



# LISTENING AND SPEAKING

## FOCUSED ACTIVITIES

### LISTENING

- Clap rhythm – syllables, jazz chants, rhymes.
- Chinese Whispers.
- Minimal pairs – use visuals to support understanding.

Present activities in context. Have students draw pictures to show understanding.

- He dropped the bin.
- He dropped the pin.
- Dictogloss.
- Questioning to seek clarification.
- Compare and contrast activities.
- Note taking.
- Following instructions, e.g. barrier games.
- Retellings – write verbs in sequence on board as story is told. Select other students to retell story from the verbs.
- Skill flow activities.

### PRONUNCIATION

- Use a mirror so students can see how sounds are made.
- Ask students to always watch your mouth as you are speaking.
- Teach voiced and unvoiced sounds –
  - b d g          voiced
  - p t k          unvoiced
- ping pong ball/paper
- n & l nose vibrations
- Word endings –
  - jumped      mpt
  - dropped      pt
  - grabbed      bd

Omitting word endings may be a listening and pronunciation problem as well as a grammar problem.

- Speak clearly. Modify speech but do not distort it.
- Model stress and intonation – jingles and rhymes, e.g.
  - was              He was standing by the gate
  - from              I come from Hong Kong
  - some              They ate some lunch

## COMMUNICATIVE ACTIVITIES

- Rank ordering.

Students must order events/objects, etc. and justify reasons for order.

- Size of feet, etc.
  - Digestive system.
  - Things to take to the beach.
  - Sounds – loud, soft.
  - Events.
- Matrix
    - Animals – habitat, coverings.
    - Machines – how powered, where used.
  - Matching sentence/word/picture halves.
  - Picture Dictation – describe and draw.
  - Find the difference.
  - Enquiry and elimination.
    - Picture talk.
    - TV Guide.
  - Classification.
    - Characteristics of animals.
  - Information sharing.
    - Collaborative problem solving.
  - Free talk not structured.





**Planning for Teaching**

Unit:

Duration:

Activities

Language expectations

|  |  |
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## Planning for Teaching

|                                |   |   |   |
|--------------------------------|---|---|---|
| Talking, Looking and Listening | C | G | I |
| Reading                        |   |   |   |
| Writing                        |   |   |   |

## Planning for Teaching

Collaborative Planning

Unit:

Duration:

| Teaching learning sequence | Teacher/s<br>Roles &<br>Responsibilities | C | G | I |
|----------------------------|--|---|---|---|
|                            |  |   |   |   |

Signed:

Date: